

ASHLEY RIVER CREATIVE ARTS

1871 Wallace School Road
Charleston, SC 29407

GRADES K-5 Elementary School

ENROLLMENT 508 Students

PRINCIPAL Jayne Ellicott 843-763-1555

SUPERINTENDENT Dr. Maria L. Goodloe 843-937-6319

BOARD CHAIR Ms. Nancy Cook 843-760-2635

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

EXCELLENT

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
12	7	1	0	0

IMPROVEMENT RATING:

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS:

YES

This school met 21 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Excellent	Average	N/A
2002	Excellent	Good	N/A
2003	Good	Unsatisfactory	Yes
2004	Excellent	Below Average	Yes

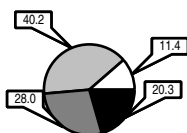
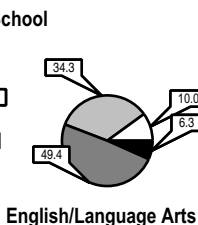
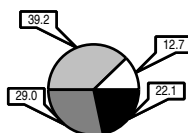
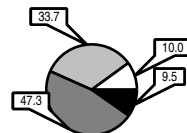
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

66.1%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Mathematics****English/Language Arts****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	276	99.3	9.6	34.7	49.4	6.3	69.4	Yes	Yes
Gender									
Male	137	100.0	11.8	35.3	48.5	4.4	64.7		
Female	139	98.6	7.4	34.1	50.4	8.1	74.1		
Racial/Ethnic Group									
White	173	99.4	5.3	28.1	57.9	8.8	76.0	Yes	Yes
African-American	90	100.0	19.3	45.5	34.1	1.1	55.7	Yes	Yes
Asian/Pacific Islanders	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	209	100.0	6.3	31.3	54.8	7.7	77.4		
Disabled	67	97.0	20.6	46.0	31.7	1.6	42.9	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	276	99.3	9.6	34.7	49.4	6.3	69.4		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	276	99.3	9.6	34.7	49.4	6.3	69.4		
Socio-Economic Status									
Subsidized meals	53	100.0	17.6	43.1	37.3	2.0	54.9	Yes	Yes
Full-pay meals	223	99.1	7.7	32.7	52.3	7.3	72.7		

Mathematics - State Performance Objective = 15.5%									
All Students	276	100.0	11.8	40.1	27.9	20.2	62.9	Yes	Yes
Gender									
Male	137	100.0	11.8	39.0	27.9	21.3	64.0		
Female	139	100.0	11.8	41.2	27.9	19.1	61.8		
Racial/Ethnic Group									
White	173	100.0	8.7	29.7	33.1	28.5	73.8	Yes	Yes
African-American	90	100.0	19.3	58.0	18.2	4.5	40.9	Yes	Yes
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	209	100.0	7.7	38.9	28.8	24.5	69.2		
Disabled	67	100.0	25.0	43.8	25.0	6.3	42.2	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	276	100.0	11.8	40.1	27.9	20.2	62.9		
English Proficiency									
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Non-Limited English Proficient	276	100.0	11.8	40.1	27.9	20.2	62.9		
Socio-Economic Status									
Subsidized meals	53	100.0	23.5	62.7	7.8	5.9	39.2	Yes	Yes
Full-pay meals	223	100.0	9.0	34.8	32.6	23.5	68.3		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	91	98.9	12.5	40.9	40.9	5.7	46.6
	Grade 4	94	100.0	8.0	36.8	51.7	3.4	55.2
	Grade 5	103	99.0	18.8	54.5	26.7	N/A	26.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	91	100.0	4.4	27.8	55.6	12.2	67.8
	Grade 4	94	98.9	10.9	28.3	58.7	2.2	60.9
	Grade 5	92	98.9	14.3	47.3	34.1	4.4	38.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	91	100.0	19.3	38.6	25.0	17.0	42.0
	Grade 4	94	100.0	10.3	42.5	33.3	13.8	47.1
	Grade 5	103	100.0	18.6	34.3	32.4	14.7	47.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	91	100.0	7.8	54.4	27.8	10.0	37.8
	Grade 4	94	100.0	15.1	35.5	29.0	20.4	49.5
	Grade 5	92	100.0	14.1	30.4	26.1	29.3	55.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 508)				
First graders who attended full-day kindergarten	87.4%	N/C	97.3%	100.0%
Retention rate	1.6%	N/A	1.6%	2.7%
Attendance rate	97.0%	Up from 96.4%	97.0%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	3.3%		2.1%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	3.6%		2.5%	3.5%
Eligible for gifted and talented	33.0%	Up from 28.2%	27.3%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	15.6%	No change	5.8%	8.2%
Older than usual for grade	0.0%	Down from 11.0%	0.4%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No change	0.0%	0.0%

Teachers (n= 40)				
Teachers with advanced degrees	67.5%	Up from 63.4%	59.6%	51.4%
Continuing contract teachers	85.0%	Up from 80.5%	90.0%	87.5%
Highly qualified teachers**	93.9%	N/A	95.2%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	84.2%	Up from 83.1%	89.3%	86.7%
Teacher attendance rate	94.8%	Up from 94.0%	95.2%	94.9%
Average teacher salary	\$41,776	Up 6.5%	\$43,403	\$40,760
Prof. development days/teacher	10.8 days	Down from 18.9 days	11.4 days	12.4 days

School				
Principal's years at school	10.0	Up from 9.0	6.3	4.0
Student-teacher ratio in core subjects	19.8 to 1	Down from 19.9 to 1	20.2 to 1	18.9 to 1
Prime instructional time	89.2%	Up from 88.0%	91.0%	90.0%
Dollars spent per pupil*	\$6,019	Up 2.2%	\$6,019	\$6,044
Percent of expenditures for teacher salaries*	70.8%	Down from 70.9%	69.2%	65.9%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	No	No change	Yes	Yes
Character development program	Excellent	N/A	Excellent	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	88.1%	92.0%
Highly qualified teachers in high poverty schools**	87.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

We were thrilled to be recognized as a school meeting all AYP (Adequate Yearly Progress) goals. Our children continue to show terrific work on PACT. Our goal is to move children into proficient and advanced. The Charleston Plan for Excellence will be a driving force as we review curriculum and look for ways to enhance learning.

Reading continues to be a major school-wide initiative. We added a reading teacher and reading assistant to our staff last year. Both provided valuable expertise to encourage struggling readers and to challenge our advanced readers. We worked to promote reading into every curriculum area. An additional math/reading coach has joined our staff to offer additional support with our reading and math initiatives in the upper grades. These dedicated staff members are helping us meet the needs of each Ashley River child.

Our facility continues to be a topic of discussion at School Community Council meetings. Parents have volunteered to speak before the County Board on our behalf. We look forward to the possibility of a new CCSD building program in the future.

Project Artistic and our ABC grant provided many opportunities for guest artists to work with our children in addition to funding our dance program. The opportunity for children to be on stage is an immeasurable experience. Our teachers and guest artists make many connections to curriculum and to the world. Our school has many success stories about how the arts have connected learning in math, science, reading, and writing for children.

Ashley River Creative Arts is proud to be part of the West Ashley community. Parent and community partners are vital to our success. Our business partners offer immeasurable support by contributing to school events. Our mission statement emphasizes the importance of harmony and cooperation; in partnership with families and community, we will provide all students the opportunity to reach their maximum potential through an academic curriculum infused with the arts.

Jayne Ellicott, Principal
Tamara Curry, SCC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	36	86	58
Percent satisfied with learning environment	94.4%	89.4%	96.6%
Percent satisfied with social and physical environment	97.2%	82.6%	83.9%
Percent satisfied with home-school relations	100.0%	89.5%	87.7%

*Only students at the highest elementary school grade level at this school and their parents were included.